

TEACHING TODAY MN™

MINNESOTA'S K-12 EDUCATION CONNECTION

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Enter the "Imaginarium"



Paul Downer, Communications Coordinator
Superintendent/School Board Assistant
Delano Public Schools

With its blue walls and large windows, the dedicated art room and "makerspace" on the second floor at Delano Elementary School does have something of a fish-bowl feel.

And there are plenty of ideas floating around the Imaginarium these days, as students and teachers explore the unique new setting.

"This room is so cool!" and numerous variations of that phrase echoed back and forth while Julie Williams' second-grade class visited the space and constructed items out of "Strawbees" shortly after school began in September.

"It's a great opportunity for kids to be creative and just have fun together, to use their imagination and work on problem solving," said Williams, who thanked fellow second-grade teachers Nate Uselding and Amanda Anderson for their work to organize the Imaginarium.

Uselding explained that the makerspace area has been in the works for the past several years. Funding from the United Way and the DES PIE group, along with space availabil-

ity when fourth-graders departed DES this year, helped pave the way for the room.

While there, students will participate in hands-on building with Strawbees and Keva blocks, will explore coding with Bee Bots and Sphero balls, and will also try circuitry and various other projects. Each month will have a specific theme with associated challenges, from making geometric shapes

to creating items that spin.

"It's about having kids try new things, construct things, finding out what fails and going through the whole design process," said Uselding. "They can ask questions and imagine what's going to happen, then try it out. If it doesn't work they can go back and try to find out why."

"It's collaborative. It promotes critical thinking and creative thinking," said Anderson.

All elementary students will have opportunities to use the Imaginarium throughout the year. While other area schools are working to provide similar opportunities through materials on carts or other arrangements, Delano's Imaginarium has advantages.

"I think it's pretty unique to have a dedicated space for it," Uselding said.

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Saint Anthony Park Science Teacher Honored with Presidential Award

Saint Paul Public Schools

Saint Anthony Park Elementary School Teacher Jim Schrankler loves to get students excited about science.

"My goal as an elementary science teacher is for my students to have a greater respect and appreciation for the world they live in," said Mr. Schrankler. "As they grow older, I hope students continue to ask questions and be curious about their surroundings. I hope that students think and act like scientists and engineers — even if they do not pursue careers in science."

Mr. Schrankler recently became the fifth science teacher from SPPS to be honored with the Presidential Award of Excellence in Mathematics and Science Teaching.

Only 102 people in the United States received this year's award — with Mr. Schrankler being one of two educators in Minnesota to receive the honor.

"I honestly feel that this award represents the work of all the amazing educators in my life and my students," said Mr. Schrankler. "I have been fortunate to work alongside excellent teachers who have inspired me and shared their expertise. My students have driven me through their sense of curiosity and enthusiasm."

"Every time I walk into Mr. Schrankler's room, I see engaged, culturally-responsive teaching and learning," said Saint Anthony Park Principal Karen Duke. "I see students active and engaged with hands-on experi-



ments, approaching tasks with curiosity and a desire to do well. I see students who struggle at school feeling valued and successful. I always think to myself, 'I wish I could be a learner in Mr. Schrankler's classes!'"

Saint Anthony Park Elementary School surprised Mr. Schrankler for his award. Students made presentations and presented him with a banner, a personalized lab coat and a check to fund a new Schrankler Science Section in the school library.

"I was in awe," Mr. Schrankler said about the surprise assembly in his honor. "Being recognized by the students and staff was a very humbling experience. I have tremendous respect for all of the staff and students in attendance and feel that every staff member in the room deserves that kind of recognition."

"Mr. Schrankler doesn't want science to just stay in our classroom," said Harper, a third-grader at Saint Anthony Park Elementary School. "He wants us to observe science

Continued on Page 3

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World of 7 Billion Student Video Contest

Population Education is sponsoring a video contest open to all middle and high school students in grades 6 through 12. Contest entrants create a short video of 60 seconds or less that illustrates the connection between population growth and one of the three following global challenges: (1) preserving biodiversity; (2) sustainable resource use; and (3) protecting human rights.

Entries are due February 28, 2019.

National Science Bowl

The US Department of Energy (DOE) National Science Bowl (NSB) is a nationwide academic competition for middle and high school students that tests knowledge in all areas of science and mathematics.

Regional competition dates vary, but are typically between January and March. See the website for specific dates.

The Paradigm Challenge

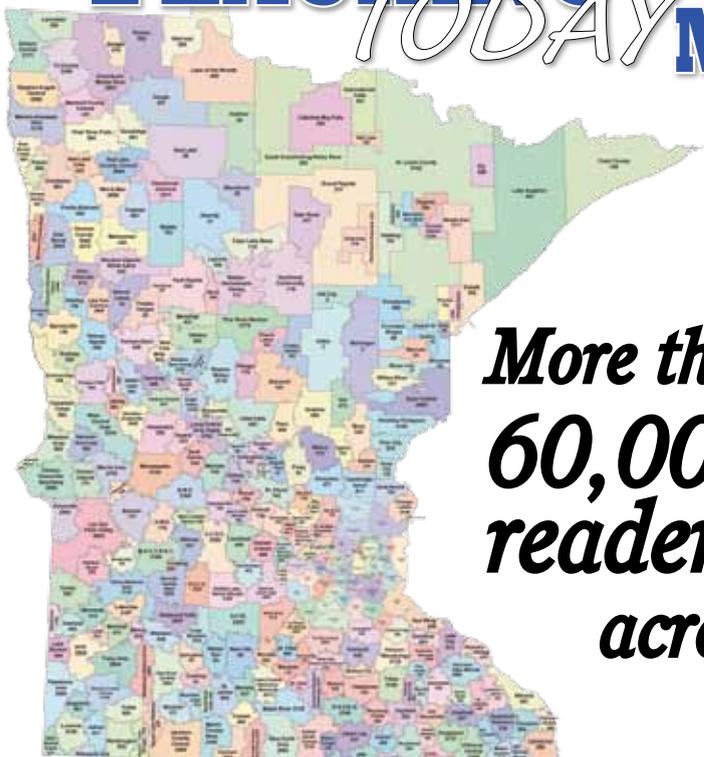
The challenge is intended to inspire youth to use science, technology, engineering, and mathematics (STEM) skills and kindness, creativity, and collaboration to help solve real-life problems and make a difference.

Entries are due May 1, 2019.

In this issue

| | |
|--|-------------|
| Aviation Taking Flight at Johnson Aerospace and Engineering High School | Page 4 |
| Be Successful in the Aviation Industry or any Industry! | Page 4 |
| Farnsworth Celebrates 15 Years of Aerospace | Page 6 |
| CAP Students Bring Unique Display | Page 6 |
| Transportation and Logistics Management | Page 7 |
| Saint Paul Automotive Programs Leads to High Wage, High Demand Jobs | Page 8 |
| At Nitro X Camp, Students Build Cars and Interest in Auto Careers | Page 10 |
| Nationally Accredited Vehicle Services Program Jump Starts Career Opportunities for Students | Page 11 |
| Duluth Automotive and Engines | Page 12 |
| Fit For the Future — Anoka-Hennepin School District | Page 13 |
| West St. Paul—Mendota Heights—Eagan Area Schools | Page 14 |
| MN Construction Referendums Passed in 2018 | Page 16 |
| Richfield Public Schools Construction Update: Building a Better Tomorrow | Page 17 |
| Leadership: 2018 in Review | Pages 18–22 |

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Saint Anthony Park Science Teacher Honored with Presidential Award

Continued from Page 1

everywhere, every day of our lives. He is very, very nice and I am thankful that he is our science teacher. I think we are very lucky because he teaches us a lot.”

To put it simply, “He makes science fun,” said Gus, a third-grader at Saint Anthony Park Elementary School.

“We always do really fun experiments in class, and learn new things every day,” added Tariq, a third-grader. “My favorite experiment was learning about centripetal force.”

The Presidential Award of Excellence in Mathematics and Science Teaching was established in 1983, and is the highest award kindergarten through 12th grade mathematics and science teachers can receive from the U.S. government. The award alternates years between kindergarten through sixth grade and seventh through twelfth grade teachers.

“I’m very proud of him,” William Schrankler, James’ father and a former SPPS principal said of the award. “I was flabbergasted when he told me he received this award. He works hard at his craft, and he is very good at it.”

Mr. Schrankler is not only an outstanding teacher in his classroom; he is a valued colleague and teacher leader, said Duke.



“We all learn from his balanced approach to professional learning,” Duke said, “his commitment to equity, and his ability to form strong, positive relationships with all students.”

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Aviation Taking Flight at Johnson Aerospace and Engineering High School



Johnson Aerospace and Engineering High School, Saint Paul Public Schools

It's a typical Tuesday morning in early December. Malik, A 10th grade student at Johnson Aerospace and Engineering High School in St. Paul, is flying across the San Francisco landscape in a small twin engine airplane. It's partly cloudy and the morning sun shines across the bay in spectacular fashion. His mission is to navigate a way,

together with his co-pilot, Mai Lia, an 11th grader, to the Golden Gate Bridge and Alcatraz Island to take the best possible photos of the famous landmarks. They'll shift their flight path towards wine country and end their flight at the Napa Valley airport.

Of course, these high school students were not actually flying, nor were they in San Francisco. They were in the school's ultra-realistic flight simulator lab. Their

class, Introduction to Flight, has introduced the duo, along with 20 other students, how to fly airplanes and get down the basics of air traffic control. The class is one of three different flight simulator classes, all built around a standard private pilot curriculum. It is part of the Aerospace career pathway at the school and will give students a head start in multiple careers of the aviation field — ranging from pilot, air traffic control, airport management and aircraft maintenance.

Within the school, the word has gotten out about the class. It's become a school favorite — not because everyone is interested in flying, but because it is the most unique educational experience a high schooler could ever imagine having. Students are immersed in a simulated environment to a level that they feel the motion of the airplane even though there are no moving parts to the simulators. Students also get to view the world from a different perspective (the air) going to all the corners of the world. One of their instructors, Scott Shaffer states, "Having such a diverse student body gives students the opportunities to fly around the various areas of their decedents, which is a very enlightening for them. Not only that, but students get an opportunity to see some of the world's greatest wonders of the world — like the

Eiffel Tower, Sydney Opera House, Great Wall of China and the Pyramids of Egypt to name only a few".

Of the 7 simulators in the classroom, students work in teams of 3 — all of whom rotate between pilot, co-pilot and as an air traffic controller. Teams need to work together to complete flight missions that correspond to a given learning objective. Each new flight mission builds on the previous missions learning objective and it isn't long before cheers of encouragement fill the classroom as students complete their first landing without crashing!

The school has become one most advanced high school aviation programs in the nation. As the school looks to the future, using sponsorships and grants, they hope to expand the program to the St. Paul airport where students can gain greater experiences in aircraft maintenance, airport management and even actual flight in obtaining their private pilot license.

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Your Career Aspirations and the Steps You Need to Take to be Successful in the Aviation Industry or any Industry!

Ken Polovitz

Assistant Dean, Student Services

John D. Odegard School of

Aerospace Sciences

It appears easy enough:

- Begin solidifying your career aspirations (what you want to be when you grow up!) generally during your high school years.
- Work hard in high school to build a strong academic and social foundation to prepare you for the rigors of postsecondary education.
- Begin your college search based on a number of variables but certainly those schools that have the major you are seeking to launch your career.
- Select a college or technical school.
- Challenge yourself academically and graduate in a major that prepares you for a job that begins your career.

If it was only that simple!

These steps seem straight forward enough. However, all the variables attached to each of these make for some of the most complex and important decisions a young person will make in a lifetime! I'd like to focus on the first and fifth steps and offer

some insights I have observed from almost 40 years of advising prospective and currently enrolled students pursuing a career in aviation. However, regardless of the specific profession, it's important that students thoroughly explore what needs to be accomplished to successfully get from step one through step five.

Many students select a specific career because they think it would be fun, financially rewarding, prestigious or because the job opportunities are numerous. Certainly, these are all good reasons to consider when identifying any career. But once again, these "reasons" need to be thoroughly explored. For example, just because a career may pay well, doesn't mean it will result in a meaningful fit for you as an individual. Students need to thoroughly and carefully analyze all the variables that make up a successful and enjoyable career. In other words, it needs to get "personable".

Currently, and for the foreseeable future, career opportunities within the aviation industry are wide open. Whether it's professional flight, air traffic control, management and technical positions or the ever emerging fields of unmanned aircraft systems, the need for qualified people is greater than it's ever

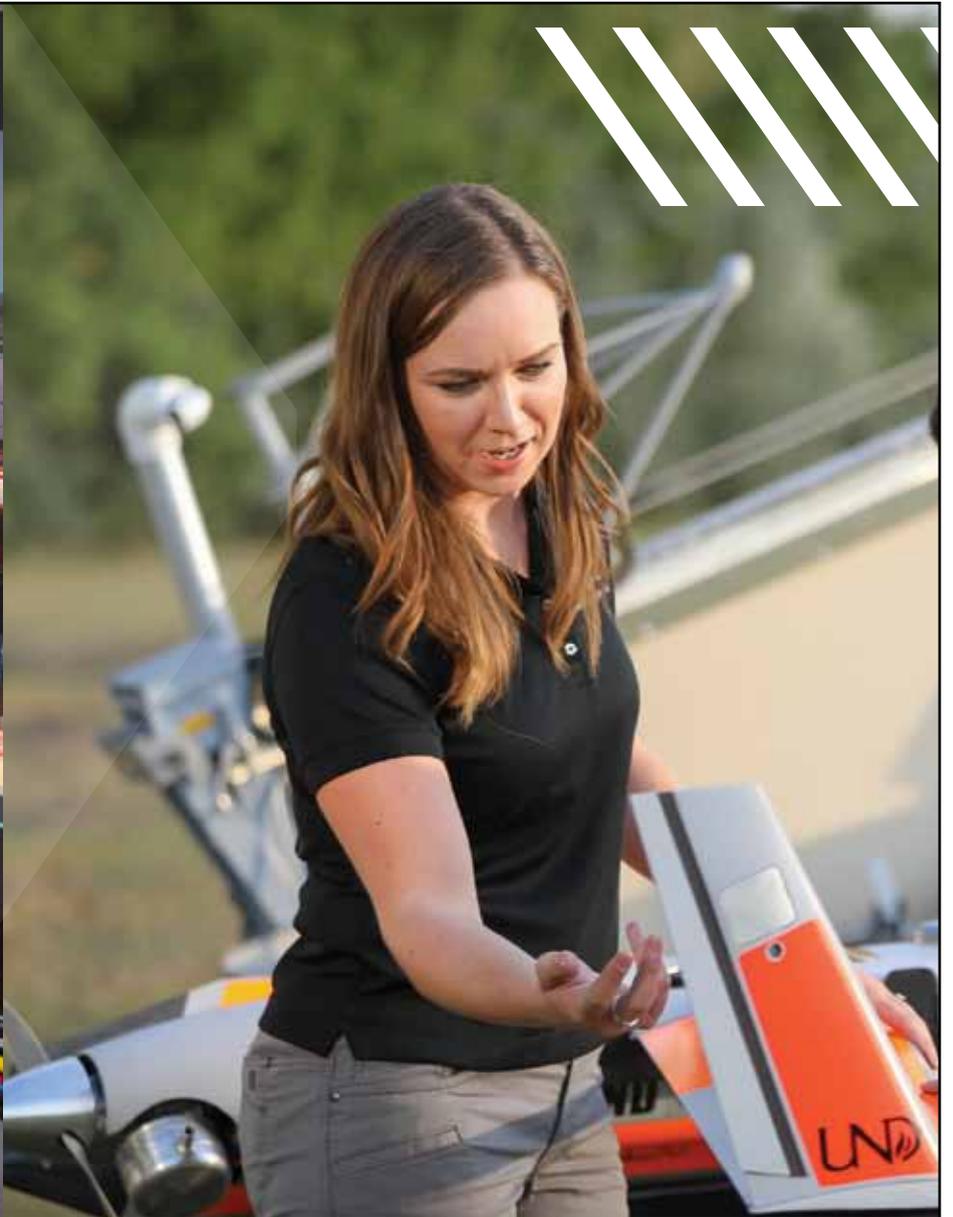


been. Since the job opportunities within the aviation industry are so in demand, does that mean a student preparing for a career in aviation can "throttle back" because the demand for them is so great? Absolutely not!!

Regardless at what level a student is at with preparation for entering the career, they still need to work extremely hard, stay focused and not take shortcuts or skip any step that is needed to get them from point A to point B successfully. Employers are not going to hire candidates that haven't built a

strong foundation on to which erect a successful career. The "choice" careers will always be competitive.

Begin in earnest identifying how you are going to successfully navigate through all the variables within these five steps. If you do and stay committed to reaching your career goal, you will be successful. Best wishes with your journey!



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Farnsworth Celebrates 15 Years of Aerospace



Saint Paul Public Schools

Late last spring, Farnsworth Aerospace proudly celebrated its 15th year of aerospace and engineering education on the east side of Saint Paul.

To mark the occasion, Farnsworth hosted a special event. Attendees enjoyed dinner, dessert, prizes, a “15 Years of Aerospace” program and music by Copper Street Brass.

“The Farnsworth traditions that started 15 years ago are still going strong today,” said Laura Saatzer, principal for Farnsworth’s PreK-4 Campus. “Our students love our extended field trips and learning from aviation experts who visit our school.”

Since 2001, Farnsworth has infused aero-

space into every aspect of curriculum. As a “Home of Future Leaders,” the school inspires students to expand their imagination through hands-on learning and character building.

“I want every student to know that when they come to Farnsworth, they are coming into a special place,” said Hamilton Bell, principal for Farnsworth’s 5-8 Campus. “I always challenge students to see themselves as leaders by respecting themselves and gaining respect from their peers.”

One of those experts is astronaut and St. Paul native Lt. Col (Ret.) Duane “Digger” Carey. “Out of the hundreds of schools I have visited, Farnsworth stands out as an inspiring success story,” he said.

Farnsworth has created a culture that values teamwork when solving problems. Students are able to experiment, present ideas, gain confidence and become leaders. The school encompasses a wide range of disciplines, from designing airplanes to writing stories about space flight. In fact, many

students are able to experience many “firsts” – plane rides, visits to a space museum and time in the cockpit of an on-site flight simulator. In many cases, these “firsts” inspire a student’s earliest career goals of scientist, engineer or even an astronaut.

Here’s to many more years of inspiration, imagination and commitment to help our future leaders soar into the future.

For more information about Farnsworth Aerospace and its 15th Anniversary Celebration, please visit spps.org/farnsworth.

Farnsworth Aerospace through the years:

- 2001: Proposal to change the focus of Farnsworth Elementary to aerospace
- 2002: Farnsworth Elementary Magnet School becomes Farnsworth Aerospace Elementary Magnet
- 2004: Farnsworth Aerospace becomes a NASA Explorer School
- 2008: Farnsworth Aerospace expands to PreK-8 and takes over the former Cleveland Middle School building. Dr. Troy Vincent becomes the principal of both campuses, PreK-4 and 5-8.
- 2011: Dr. Vincent retires and Hamilton Bell takes over as principal
- 2013: Officially recognized as Farnsworth PreK-4 Lower Campus and Farnsworth 5-8 Upper Campus. Laura Saatzer becomes the first PreK-4 Principal and Hamilton Bell solely the

principal at the 5-8 campus.

- 2014: Longtime aerospace coordinator Jill Wall retires and Cindy Schreiber takes over for both campuses
- 2018: Farnsworth celebrates 15 years of aerospace

Some of Farnsworth’s programs include:

- On-site flight simulators
- Engineering classes (Project Lead the Way)
- Engineering and aerospace family resource nights
- Lego Robotics
- The Learning Jet (a former Federal Express cargo airplane transformed into a classroom)
- KidWind Renewable Energy Challenge Team
- Aerospace field trips to:
 - Johnson Space Center in Houston, Smithsonian Air and Space Museum in Washington D.C., Space & Aviation Camp in Huntsville, Alabama and many more.

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CAP Students Bring Unique Display



Paul Downer, Communications Coordinator Superintendent/School Board Assistant Delano Public Schools

One of the most unique attractions at the DHS SciTech event last month was the brief appearance of an F-4 Phantom fighter jet’s nose and cockpit.

While access constraints due to construction and wet conditions eventually led its handlers from the Minnesota Air National Guard Museum to decide against setting up the display in the Tiger Activity Center, the Vietnam-era aircraft section did reside briefly

outside the front high school entrance and turned more than a few heads.

The exhibit’s visit was due to the efforts of three DHS students who are members of the Civil Air Patrol, as well as support from parents and the Delano American Legion.

Freshmen Bridget Sundheim and Adia LaFromboise, along with sophomore Sydney Bjorgum, have been members of “CAP” for two or three years each, and Bjorgum already has her private pilot’s license.

“I got involved in it through the SciTech event here two years ago,” said Bjorgum. “It was the flying part that really interested me

because I wanted to be a pilot, and the opportunities it’s given me have been great.”

The Civil Air Patrol is the civilian auxiliary of the Air Force, and SciTech aims to expose students to opportunities in education, training and careers. Bjorgum aims to become a commercial pilot after school. LaFromboise said she plans to pursue a career in law enforcement or the medical field by way of the Air Force.

While the showpiece of their exhibit ultimately did not make it inside the TAC, flight simulator programs at the students’ booth were popular with their peers.

“The simulator is pretty realistic, actually, because it has the rudder pedals and the levers,” said Sundheim. “That’s really fun on its own, and it’s a good way to learn the basics of flying.”

CAP participation

CAP is open to students age 12-21, and includes a wide variety of opportunities in flight training, leadership, radio communications, survival training, and search and rescue training, model rocketry, astronomy and more. Students can also earn scholarships.

The Delano cadets meet weekly with their Fort Snelling-based squadron, and also

attend various camps and special activities during the year.

“They take place all over the U.S. There are flight academies and glider academies. We do exchange programs and can travel around the world. There are winter survival courses – basically anything you can imagine,” said Bjorgum.

While the activities can be time-consuming, LaFromboise said that outside of the weekly meetings cadets can manage their involvement.

“It really depends on how good you want to be,” she said. “If you want to promote fast you need to dedicate time outside to read leadership books and take the tests.”

All three said the time they spend in CAP has been well worth it.

“I would say people should join, because it looks really good on a college application. And it helps a lot with people skills and communication skills,” said Sundheim.

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Transportation and Logistics Management

The Transportation and Logistics Management bachelors' degree program was designed with the aid of business educators and industry leaders. The program is the only one its kind in Wisconsin and has been continuously growing since its inception in 1998. Students majoring in this program enjoy the benefits of UW-Superior's personal attention to students and its quality business programs. Students go on tours of five modes of transportation that serve the Twin Ports of Duluth-Superior which is as a Midwest transportation hub. Students with faculty also travel frequently to the Twin Cities for tours of distribution centers, warehouses and transportation facilities.

At UW-Superior, you'll learn the business of efficiently moving people, information and money. You will also learn business techniques, management skills and leadership. Through a major in transportation and logistics at UW-Superior, you will: Gain a sound background in business while specializing in your desired form of transportation or logistics

- Earn real-world experience
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- Gain an understanding of conducting business in different cultures

- Enhance your decision-making skills

Students start with a critical foundation of the liberal arts. They also take core business courses such as accounting, finance, marketing and business law. The T&L program build on these keystones with courses in; International Logistics, Transportation Economics, Environmental Law, Supply Chain Management, Economic Geography and three electives from our pool of six electives in the field. All T&L majors must also complete a two credit internship giving them with hands-on experience making them more valuable to companies upon graduation. This is a comprehensive major that does not require a minor but many students double major or take the Geographic Information Systems (GIS) minor along with the T&L degree.

T&L Student John Bergstrom says: "I'm really impressed with the program. There are so many opportunities. The instructors are great too, and I'm glad I joined the Transportation and Logistics Management program." To get even more out of his second major and make new connections, John recently joined the Transportation and Logistics Club. "It's a great group of people. There's a different mentality here," he said. "Everyone wants to be successful, and no one is ashamed of going after their dreams. They're not shy at all, and



it's motivated me to do the same." The Transportation and Logistics (T&L) Student Club is very active and travels across the nation attending EXPOS, tour facilities and winning intercollegiate case study competitions.

UW-Superior offers a very high quality T&L Degree at an affordable price. In 2016-2017, nearly 30% of all Transportation & Logistics Students were awarded some type of scholarship.

Graduates have tremendous job opportunities and upward mobility. Read more about

the program, the students, the student club and scholarship opportunities by going to the UW-Superior Website www.uwsuper.edu/TL and search the word transportation. You can hear from students, see a video about the program and get more details about a very special opportunity. What can you do that does not incorporate transportation?

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Saint Paul Automotive Programs Leads to High Wage, High Demand Jobs



Kathy Kittel, Supervisor, Department of Post Secondary Partnerships
Saint Paul Public Schools

Saint Paul Public Schools Career and Technical Education programs have the tagline “We fill the skills gap.” This is where the automotive program comes into play for these high wage, high demand, non-outsourcable jobs. By having a full-fledged automotive center, an auto garage and several courses in other schools, students are being exposed to and trained for the Industry.

The flagship program takes place at the Saint Paul High School Automotive Center, located at the Linwood-Monroe school, where over 50 students attend one of two, three-hour classes. This 12 bay facility boasts the same high-tech tools and equipment that are currently found in industry, making this a real-world learning environment. For many of the students this is their first exposure to working with tools and on vehicles.

“What really sets our program apart is the ASE student certification,” said instructor Henry Velasquez. “Students are trained to national industry standards set by the Automotive Service Excellence (ASE) Foundation”. The Saint Paul High School Automotive Center has been accredited for 15 years.

Having this accreditation has meant working to maintain compliance. Every five years the Saint Paul High School Automotive Center goes through a rigorous accreditation process where every aspect of the program is examined, from the curriculum, facility, tools, and safety protocols to instructor credentials. Instructor Ron Rybicka says he is constantly upgrading the curriculum as national standards change. “We want our students to be held to these high industry standards.”

The latest change has been to modify the three ASE Foundation courses of Maintenance & Light Repair. In these courses, students train in the fundamental areas of Engine Mechanical, Drivetrain, Hybrid Vehicle, Electrical/Electronics, Suspension, Steering and Brakes. Jason Emrick, former technician turned college instructor and active Advisory Committee



member, adds that in these courses, “Students learn important problem solving skills and, even more importantly, perseverance and resilience.”

Former students have commented on the quality of the program. One says the courses are “experiential and well taught, giving me an early start [to my career].” Another student followed his passion to attain an Automotive Applied Associate Degree. He has since graduated from Dakota County Technical College and is happily working in the field—with no college debt.

Another automotive program with a series of courses is located at Central High School, where students train in a recently refurbished off-site garage. Community members and students bring in their vehicles for service. “One student bought a truck and is busy rebuilding it,” says instructor Matt Lijewski. These courses, along with courses at Harding and Humboldt

High Schools, bridge to the program at Saint Paul High School Automotive Center.

The automotive industry and school district see an increasing need for work-based learning and leadership opportunities. Working with the City of Saint Paul’s Right Track program, students are able to earn paid summer internships by working on Saint Paul Parks & Recreation vehicles. Participants are often asked to return the following summer or even to stay on during the school year.

Students experience what it is like to work with customers: taking a service order, communicating the vehicle problems or needs, and notifying them of work completion. Students must also place orders with vendors for parts

County Technical College upon enrolling. This saves time and money.

Community support for the Auto programs is evident in the number of people who regularly attend Program Advisory Committee Meetings. Steve Reinarts, who chairs the committee (and also serves as a college dean of automotive programs), affirms, “The advisory committee represent a wide range of stakeholders such as employers, technicians, state organizations, school administration and post-secondary contacts. The committee supports curriculum development, recruitment, tools and equipment purchasing, automobile donations and career presentations to the students.” Tours in the field have included the Females in the Automotive Industry to grow this non-traditional career. Members also play a key role in the accreditation process by reviewing compliance prior to inspections. As the demand for automotive technicians continues to grow, Saint Paul Public Schools is striving to meet the industry’s needs by producing students who have a firm grasp of both the technical and soft skills needed to succeed.

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Senior Management

Dealerships offer career opportunities at the senior management level. The dealer principal has overall responsibility for dealership strategy and performance. The management team may also include a finance director, marketing director and head of operations, responsible for managing technology investments and dealership infrastructure.

Vehicle Sales

Vehicle sales represent the most public face of an auto dealership. A vehicle sales manager or director takes overall responsibility for recruiting and managing a sales team and meeting revenue targets. In a large dealership, sales managers may appoint different sales executives for cars and commercial vehicles. Sales executives are responsible for day-to-day sales operations. They contact prospects by telephone to find out more about their requirements



and demonstrate cars when prospects visit the dealership. When customers are ready to buy, sales executives negotiate price and terms with them, arrange finance deals and hand over the car to the customer after it has been checked by the service team.

Service and Repairs

Members of the service department carry out routine servicing and repairs to customers' vehicles. A service manager takes responsibility for the efficient and profitable operation of the department. In large dealerships with an accident repair shop, the senior management team may appoint separate managers for servicing and acci-

dent repairs. Service managers may also take responsibility for negotiating service and repair contracts with fleet operators. They recruit and manage a team of service and repair technicians. Service technicians must have an understanding of diagnostic equipment as well as increasingly complex vehicle technology. Technicians play an important role, not just in servicing and repairing vehicles, but in ensuring high levels of customer satisfaction through the quality of their workmanship.

Parts

The parts department maintains stocks of replacement parts to support the deal-

ership's servicing and repair operations, as well as parts and accessories for sale to customers. The parts manager recruits and manages staff who manage the parts inventory and deal with customers at the counter. The parts manager may also recruit parts sales executives who sell parts on a wholesale basis to fleet operators and independent service and repair shops.

Customer Service

Customer satisfaction is a critical component in the long-term success and profitability of auto dealerships. Service receptionists meet customers who bring in their vehicles for service or repair. They take details of customers' requirements, provide estimates and issue written instructions to the service department. Some dealerships also appoint service advisors who discuss the vehicle's condition in more detail with the customer, ensuring that any problems have been correctly diagnosed and identifying other problems that may need repair. Customer service staff also make follow-up calls to ensure that customers are satisfied with the work and deal with customer complaints.

Source: Linton, Ian. "Types of Jobs at Auto Dealerships." Work-Chron.com, work.chron.com/types-jobs-auto-dealerships-12900.html. Accessed 27 December 2018.

MnDOT Urges Motorists to be Cautious When Driving Near Snowplows



ST. PAUL, Minn. – With the possibility of significant snow totals forecast for parts of the state this weekend, the Minnesota Department of Transportation is urging motorists to use extra caution during plowing and snow removal operations. MnDOT snowplows have already been involved in

crashes with the public this year.

"Our snowplow operators are seeing inattentive drivers, motorists driving too close to the plow and motorists driving too fast for conditions," said Todd Stevens, acting state maintenance engineer. "These are the main causes of crashes with snow-

plows. Our drivers are well trained to drive their plows, but motorists should be patient, stay back from the plow and only pass when it is safe to do so."

He said snowplows travel much slower than the posted speeds because it is most effective for clearing roads. Operators' ability to see behind them is restricted behind the truck so they must rely on mirrors to see to the rear and side of the truck.

"Their vision is also hampered by the snow clouds created while they plow. So, the safest place you can be is well behind the snowplow and away from the snow cloud it creates," said Stevens.

Last year in Minnesota, there were 84 crashes involving the public and snowplows. Of that total 58 of them occurred in the Twin Cities metro area.

"The more traffic there is, the higher the risk is of crashes occurring," said Stevens.

Minnesota law requires motorists to turn on their headlights when it's snowing or at any other time when weather conditions impair visibility.

Here are some other recommendations for safe driving around snowplows:

- Stay alert for snowplows, which turn or exit frequently and often with little warning. They also may travel over centerlines or partially in traffic to further improve road conditions.
- Stay back at least 10 car lengths behind the plow. Don't drive into a snow cloud.
- Slow down to a safe speed for current conditions.
- Turn on your headlights and wear your seat belt.
- Turn off the cruise control.
- Be patient and remember snowplows are working to improve road conditions for your trip.
- Don't drive distracted.

Motorists should check road conditions at 511mn.org.

Source: MnDOT

At Nitro X Camp, Students Build Cars and Interest in Auto Careers



Anoka-Hennepin School District

Summer camp just took a real-world, high-tech turn when Nitro X rolled into town.

A group of Anoka-Hennepin middle school students learned the steps to build their own remote control car while getting an up-close view of auto technicians in action through tours of local auto dealerships to accompany their classroom experience.

“This can be a rewarding career option,” commented Joe Peterson, the service manager at one of the businesses partners supporting

the camp. He explained that an \$80,000 salary for quality technicians is within reach and the search is on for top talent, “This career is only getting more technical. We need people who work with computer systems and use data to solve problems for customers,” he told the students during their tour of the 100-year old Anoka institution.

Nitro X introduced motivated students to explore education programming and career options in transportation-related industries. From safe operation of vehicles, to the role of

the auto technician, detailing and maintenance to sales and marketing, the camp had it all. There was even a segment on what to look for when you buy a car.

Industry partners such as Luther Automotive Group, hosted students in their facilities. Students heard directly from service managers and technicians involved in the day-to-day operation as they learned about all aspects of the industry from the showroom to the service bay

“We’re working together to offer high school students who are motivated for these careers the option to earn concurrent college credit starting this fall,” commented Dave Holmquist, an auto mechanics instructor at a local technical college, who partnered with Anoka Hennepin’s Secondary Technical Education Program (STEP) to bring the camp from concept to reality.

Students in Anoka-Hennepin high schools have access to auto mechanics programming at Andover, Anoka, Blaine, Champlin Park and Coon Rapids High Schools along with the STEP facilities co-located on the campus of the technical college.

Nitro X camp culminated with an exciting race day, where campers put their cars to the test. By all accounts, it appears the first-ever event is gearing up for a return next summer.



“Our program is growing and the seats are filling up,” commented Theron Busse, the automotive teacher at STEP. “Industry needs these jobs filled with quality technicians and we are doing our best to meet the need.” he added. Along with Busse and Holmquist, camp instructors included Dean Joslin, advanced automotive technology teacher at Anoka High School and Dave Larson, automotive technology instructor at the technical college.

For more information on STEP visit ahschools.us/STEP.

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Nationally Accredited Vehicle Services Program Jump Starts Career Opportunities for Students

District 196

In District 196, we are nationally recognized for providing boundless opportunities in which students can learn and grow. Whether they have an affinity for academics, the arts and/or athletics, whether they are college bound or want to pursue a career right after graduating, our goal is to expose students to the infinite possibilities within our district and throughout the communities we serve.

Opportunities in our district's Career Development Program are available to all high school students. Started in 1998, the program offers a variety of courses designed to expose students to career possibilities in animal science, aviation, computing, emergency services, forensic science, hospitality management, health care, music production and vehicle services. The courses incorporate strong academic preparation, unique field trip opportunities and partnerships within the community.

The vehicle services course actually dates back to 1968 at Rosemount High School. It was started by Rich Rabanus, who taught the course for 34 years before

retiring and turning it over to his son, Ian Rabanus.

"I grew up coming to the shop on Saturdays with my dad," Rabanus said. "Since that time, automotive industry equipment, technology and curriculum have transformed. There is a need, now more than ever, for automotive technicians in the marketplace."

For the past 50 years, the vehicle services program at Rosemount High has served thousands of District 196 students who have graduated and built careers in the automotive, mechanical and industrial industries, including servicing, repairing, buying/selling and engineering.

Earlier this year, the program achieved an impressive milestone, becoming one of just 11 high school programs in Minnesota to earn national accreditation for automotive service technology through the Automotive Service Excellence (ASE) Industry Education Alliance.

"For me and my dad, who have spent our careers helping students build skills in the automotive industry, meeting this industry standard is so rewarding because of what this means for our students,"



Rabanus said. "It provides them with increased career opportunities and pathways. Students have increased access to state-of-the-art equipment and training, which gives them essential technical skills right out of high school that employers are seeking."

Being an accredited program also gives students the opportunity to achieve industry recognized credentials through certification exams. Through the accreditation process, Rabanus was able to establish articulation agreements for approximately one-fourth of the credits students need to graduate from an automotive service or mechanical program. For students pursuing a career in these fields, the agreements will save thousands of dollars in post-secondary education costs.

The accreditation process took two years to complete and included upgrades to the facilities, equipment and tools, modifications to curriculum and documentation of the ASE standards to ensure the program meets the industry's highest instructional standards.

"Students were critical in supporting this process," Rabanus said. "In addition to being part of the day-to-day facility transformation, students served on the advisory council to provide feedback and insights that they felt were essential to support their career-planning process."

Industry partners were also essential in supporting the accreditation process. They include colleges, local independent service shops and dealers, as well as the Vehicle Services Advisory Council, which includes industry experts, educators and students.

"This accreditation recognizes the quality of our program, as well as the knowledge and dedication of our partners who are preparing students to be career and college ready," Rabanus said.

The program continues to seek to build industry partnerships in the automotive and mechanical fields. From equipment needs to mentorship opportunities, individuals and companies interested in learning more about partnership opportunities should contact Ian Rabanus at ian.rabanus@District196.org.



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Duluth Automotive and Engines

Bradley Vieths,
Vocational Program Coordinator
ISD #709 Duluth Public Schools

The Duluth Public Schools automotive technician program is one of a handful of fully-accredited NATEF and ASE Educational Foundation programs in the state. Duluth Public Schools fully supports the program.

Duluth Automotive and Engines is offered to students attending Denfeld High School and Duluth East High School. The program is located at Denfeld and transportation is provided to Duluth East students.

Students enrolled in the program have the option to complete 10 of the NATEF and ASEEF certifications in automotive technician and medium light repair. These certifications provide a direct path toward a career or other post-secondary options in the mechanical field.

ASE Certifications: Automobile

- Maintenance and Light Repair (MR)
- Automobile Service and Technology (AS)
- Engine Repair (ER)
- Automatic Transmission/Transaxle (AT)
- Manual Drive Train and Axles (MD)
- Suspension and Steering (SS)
- Brakes (BR)
- Electrical/Electronic Systems (EE)

- Heating and Air Conditioning (AC)
- Engine Performance (EP)

The hands-on course utilizes an online curriculum that provides students to self-pace their learning through the respective areas.

The program houses on average 16–18 vehicles in our fleet. The fleet is composed of vehicles donated from the community and industry partners. Students utilize these as learning tools to work through authentic and staged diagnostic issues. The program also opens its doors to perform Medium Light Repair for the public throughout the school year.

Students are encouraged to participate in a successful and active SkillsUSA team with industry partnerships, internships and an opportunity to earn scholarships. The program teaches the safety, environmental, technical and hands-on skills necessary for job shadowing, summer internships, entry-level employment, and college articulation. The Introductory courses in this program can be taken in either order. The content is transferable but not required to be successful. These two courses provide the baseline for the advanced courses that follow.

Automotive Basics: Engines and Brakes

Allows students to learn how to repair properly automobile electrical and brake systems. Students will be challenged to diagnose problems

in the electrical and brake systems using meters, analyzers, and computers.

Automotive Basics: Transmission and Suspension

Covers basic engine theory, construction, diagnosis, as well as computer, fuel and ignition systems and steering and suspension systems. Students will learn how to service these various systems using proper technical skills.

Advanced Courses

In order for students to be eligible for the advanced courses, he/she must have completed an introductory course in good standing. It is preferable that students have completed both introductory courses prior to enrolling in either of the advanced courses. If a student wants to enroll in an advanced course prior to completing both they must request instructor approval prior to enrollment.

Automotive Diagnostics and Electrical

Students work at an advanced level in the automotive shop using test equipment and doing live on-car diagnostic and repair work on computer controlled electrical and brake systems. Students who meet specific criteria may participate in job shadowing and/or an internship at a local repair facility.



Automotive Engines and Performance

Covers advanced engine theory, construction, diagnosis, as well as computer, fuel and ignition systems, steering and suspension systems, and wheel alignment. Students will learn how to service various systems using the proper technical skills and are encouraged to participate in job shadowing and/or an internship at a local repair facility.

The program has experienced great success with our job shadow, internship, and SkillsUSA club. Overall the program serves 50–75 students a year.

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Fit For the Future — Anoka-Hennepin School District



Anoka-Hennepin School District

Construction has begun on two new elementary schools — one in Ramsey and the other in Blaine — and in September, work began on classroom additions and other renovations at each of the district's five high schools (Andover, Anoka, Blaine, Champlin Park, and Coon Rapids).

"All of these projects — it's huge for the district," said Chuck Holden, Anoka-Hennepin's chief operations officer. "The process to get here has taken a number of years, and we're very excited to kick this off."

The Fit for the Future plan, which was backed by voters last November when the community overwhelmingly approved a request for new funding to make the projects happen, will create safe and secure learning environments by removing all portable classrooms across the district, construct additional schools and classroom space, provide solutions for maintaining quality schools at every building in the district, and address class sizes at all levels.

"The support our community shows for our students and their future is amazing," said Superintendent David Law.

To kick off the construction work at the new elementary schools, Anoka-Hennepin held a groundbreaking ceremony on May 8 at the new Ramsey school site, located at 17003 Nowthen Blvd. NW, and another ceremony May 15 at the new Blaine school site, located at 12576 Lever St. NE. The city councils of each city, county officials, as well as School Board members, task force members, and district leaders were invited to the two events to help launch construction.

"It's exciting and none of these projects would be possible without the support of the community," Holden said. "The community deserves a huge thank you."

In addition to the high school projects, which will actually be completed in phases, and the new elementary schools, there will be major construction projects also occurring at both campuses of Anoka Middle School for

the Arts, Champlin-Brooklyn Park Academy/Jackson Middle School, and the River Trail Learning Center.

Timeline and details for construction and renovation projects

Andover High School:

Construction on classroom additions and the cafeteria and auditorium expansions began in the summer of 2018 with completion set for fall 2019. Construction on gym/fitness spaces begins summer 2020 with completion set for fall 2021.

Anoka High School:

Construction began in the summer of 2018 and will continue through 2020. Classroom additions will be the priority with completion set for fall 2019. All other work will extend until summer 2020 (cafeteria, fieldhouse, and fitness spaces).

Anoka Middle School for the Arts:

Fred Moore: Construction will begin spring 2020 on the additional classrooms, and the front office and cafeteria moves. Completion set for fall 2021.

Washington: Construction will begin spring 2020 on the additional classrooms, cafeteria and gym expansions. Completion set for fall 2021.

Blaine High School:

Construction began with classroom additions and the cafeteria expansion during summer 2018 with completion set for fall 2019. Construction on fieldhouse and fitness expansions and the front office move will begin summer 2020, with completion set for fall 2021.

Champlin-Brooklyn Park Academy/Jackson Middle School:

Construction will begin spring 2020 on the additional classrooms, media center and gym, as well as the kitchen/cafeteria expansion. Completion set for fall 2021.

Champlin Park High School:

Construction began in the summer of

2018 with completion of the classroom additions, and the cafeteria, fieldhouse and fitness expansions set for fall 2020.

Coon Rapids High School:

Construction began in the fall of 2018 on the front entry move with completion set for winter 2019. Construction will begin spring 2020 on the additional classrooms, front office move and fitness expansion, with completion set for fall 2021.

New elementary schools in Blaine/Ramsey:

Construction began in the spring of 2018 with completion set for fall 2019.

River Trail Learning Center:

Construction will begin spring 2020 on the additional classrooms and special education improvements. Completion set for fall 2021.

All schools:

Science, media center and/or special education improvements will be occurring at all district schools from 2018 through 2021. Smaller general improvements will occur from 2021 through 2023.

Fit for the Future: Anoka-Hennepin high school construction update

With the snow flying, Fit for the Future construction work is progressing at Anoka-Hennepin's five traditional high schools.



- At Andover, a classroom addition is being added, as well as a major renovation to the school's auditorium.
- At Anoka, construction is ongoing to upgrade the school's front entrance and add new classroom space.
- At Blaine, the cafeteria expansion and classroom addition are progressing.
- At Champlin Park, the site is being prepared for the addition of new classrooms and the removal of portable classrooms.
- At Coon Rapids, construction continues on the new main entrance which will make the building more secure and more welcoming to visitors.

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Names Selected For New Elementaries as Part of Fit for the Future Plan

The new elementary schools being built as part of Anoka-Hennepin's Fit for the Future plan have been named. The school in Blaine will be called Sunrise Elementary School; and the school in Ramsey will be called Brookside Elementary School. The decisions were made following a community driven naming process at the Oct. 22 School Board meeting.

Vice Chair Marci Anderson said that Sunrise Elementary School felt like a good fit for the Blaine site, "The idea of young kids on the sunrise of their educational journey and new beginnings — it resonated with me," said Vice Chair Anderson.

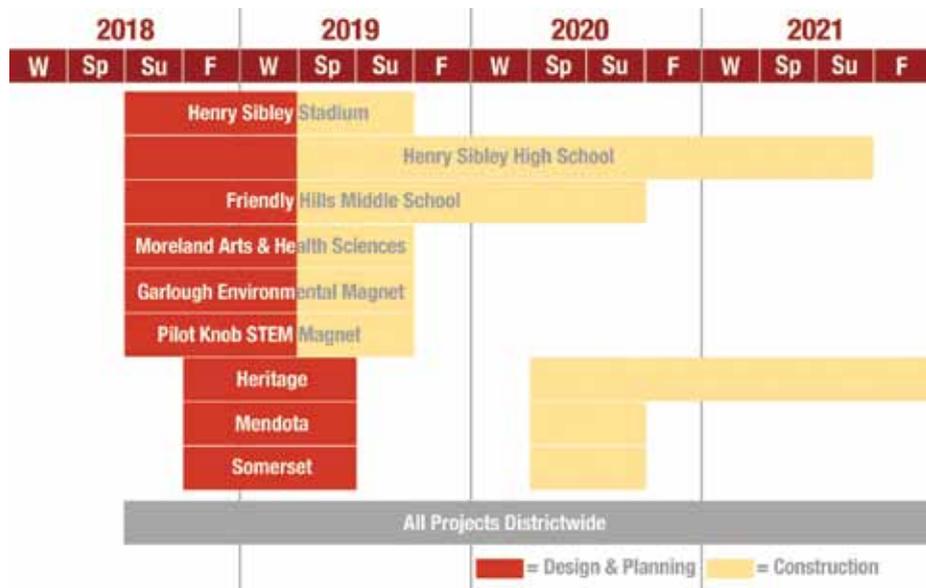
Chair Tom Heidemann had similar thoughts on Brookside Elementary School for the Ramsey site, "I favor the landmark names. There's a brook right there on the edge of the property, so it seemed like the appropriate name — and in the tradition of

what we've done in the past," said Chair Heidemann.

Two committees made up of staff, parents/guardians and community members shared ideas and sifted through several community suggestions in September. The top picks were shared at School Board meetings this month, prior to the School Board selections taking place Oct. 22. During this final meeting, Chair Heidemann thanked the committee members for their time and hard work as well as the community for taking part in the process and sharing creative suggestions.

With the school names being picked, school and district leadership will now choose school colors and develop logos. Websites, e-newsletters and social media pages will kick into gear as well. The school mascots, however, will be left for the first year of students to pick.

West St. Paul–Mendota Heights–Eagan Area Schools (District 197)



Facilities Design & Construction

On May 8, residents voted to allow West St Paul-Mendota Heights-Eagan Area Schools (District 197) to issue building bonds for additions, renovations and repairs at all elementary and middle schools and the high school. The bond proceeds will be used to:

- Conduct building and mechanical maintenance

- Modernize outdated classrooms and educational spaces
- Improve fine arts and athletics spaces
- Address handicapped accessibility & parking lot safety

Like most construction projects of this size, the District is planning a multi-year, phased approach for all improvements and repairs.

Garlough Environmental Magnet

Building Projects

Academic and Program Improvements

- Sitework - separate bus and parent drop-off
- Handicapped accessibility improvements
- Rightsizing of kindergarten classrooms to meet guidelines
- Create 1st & 2nd grade additions, renovations and collaboration space
- Create 3rd & 4th grade additions, renovations and collaboration space
- Addition of conference room and staff and visitor restroom at entry
- Addition/renovation to improve kitchen and serving area

Building Maintenance Improvements

- Site improvements include drainage, landscape, concrete walks and paving
- Exterior improvements include roofing, tuck pointing, sealants and roof access
- Interior finishes include doors, toilet partitions, stage access and gym equipment
- Mechanical improvements include plumbing upgrades
- Electrical improvements include lighting, public address system and fire alarm system

Moreland Arts and Health Sciences Magnet

Building Projects

Academic and Program Improvements

- Handicapped accessibility improvements
- Rightsizing of kindergarten classrooms to meet guidelines
- Create 1st & 2nd grade renovations and collaboration space
- Create 3rd & 4th grade additions, renovations and collaboration space
- Renovations of family and visitor gathering space
- Addition of cafeteria and renovation of kitchen and serving area
- Specialist and meeting space renovations

Building Maintenance Improvements

- Site Improvements include concrete walks and landscaping
- Exterior improvements include tuck pointing, sealants, door hardware and painting
- Interior finishes include doors, gym flooring and gym equipment
- Mechanical improvements include restroom upgrades and domestic water heating

Continued on Page 15

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West St. Paul–Mendota Heights–Eagan Continued from Page 14

- Electrical improvements include lighting, public address system and fire alarm system

Pilot Knob STEM Magnet

Building Projects

Academic and Program Improvements

- Sitework - separate bus and parent drop-off
- Handicapped accessibility improvements
- Rightsizing of kindergarten classrooms to meet guidelines
- Addition to rightsize pre-k classrooms to meet guidelines
- Create 1st & 2nd grade additions, renovations and collaboration space
- Create 3rd & 4th grade renovations and collaboration space
- Music, art and STEM room renovations
- Improved access to media center

Building Maintenance Improvements

- Site improvements include concrete walks and paving
- Exterior improvements include tuckpointing, sealants, painting and door hardware
- Interior finishes include flooring, lockers, stage partition and gym equipment
- Electrical improvements include lighting, public address system and fire alarm system

Friendly Hills Middle School

Building Projects

Academic and Program Improvements

- Sitework - separate bus and parent drop-off/pick-up entrance
- Cafeteria handicapped accessibility improvements and removal of stage
- Commons areas access improvements and re-work
- Music area improvements
- Media productions lab renovations
- Meeting space renovation
- Adaptive physical education space addition
- Addition/renovation of relocated performance/multi-purpose space

Building Maintenance Improvements

- Site improvements include drainage, landscape, concrete walks, and basketball court repair
- Exterior improvements include tuck pointing, sealants, soffit venting and door hardware
- Interior finishes include locker room lockers, elevator improvements, flooring, and gym equipment
- Mechanical improvements include boiler and chiller plants, piping and ventilation improvements

- Electrical improvements include lighting and public address system

Henry Sibley High School

Building Projects

Academic and Program Improvements

- Site improvements include a multi-purpose athletic facility with a new multi-sport turf field and track (High School football and soccer will move to Henry Sibley. Matson Field remains.), baseball and softball dugouts, concessions, ticket booth, scoreboard, bleachers and drainage improvements
- Performing arts/music improvements to meet guidelines
- Auditorium enhancements
- New swimming pool (replaces pool at Heritage)
- Locker room renovations
- Science renovations and improvements to meet guidelines
- Commons areas and access improvements
- Modernization of art, family and consumer science, shop and labs to create career and technical education spaces
- Creation of small group break-out spaces
- Re-purposing of existing meeting space

- Improvements to exterior entry for handicapped access and plaza
- Renovations at school store, café and collaboration space
- Multi-purpose expansion for health & fitness
- Specialist/office space renovations and expansions

Building Maintenance Improvements

- Site improvements include parking lots, landscape, concrete walks, drainage and fencing
- Exterior improvements include tuck pointing, sealants and painting
- Interior finishes include lockers, doors, elevator improvements, flooring, and gym flooring and equipment
- Mechanical improvements include piping, equipment improvements, plumbing upgrades and ventilation improvements
- Electrical improvements include lighting and public address system

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Climax Shelly School District #592

Passed 1 of 2 questions, February 13th

\$2,677,606 — Elementary classroom additions, renovations for lunchroom,

Tri-City United Public Schools ISD 2905

Passed 2 questions, February 13th

\$14,285,000 — Classroom additions, renovations, roof, HVAC

\$7,835,000 — Auditorium/fine arts center at High School

Brainerd Public Schools

Passed 3 questions, April 10th

\$68,360,000 — Improve elementary schools and early childhood facilities

\$69,350,000 — Improve secondary schools and alternative education facilities

\$8,000,000 — Expand the auditorium to serve as a performing arts center

Grand Rapids Public Schools ISD 318

Passed 1 of 2 questions, April 10th

\$68,910,000 — Two new elementary schools and an addition to Cohasset Elementary

Pierz Public Schools #484

Passed 1 question, April 10th

\$9,995,000 — Elementary school additions, renovations, band room, improvements to high school kitchen and cafeteria

Albert Lea Area Schools

Passed 1 question, May 8th

\$24,600,000 — Upgrade sports facilities, gym

West St. Paul-Mendota Heights-Eagan School District 197

Passed 1 question, May 8th

\$117,000,000 — Additions, renovations and repairs at all elementary and middle schools and the high school, football field/track

Windom Public School District

Passed 1 question, May 8th

\$23,950,000 — New elementary school, remodel Career Technical Education area, safety & security

Cleveland Public Schools

Passed 2 questions, August 14th

\$14,400,000 — Repairs, roof, HVAC, safety, classroom additions, cafeteria and STEM lab and Ag/Tech lab

\$5,000,000 — Gymnasium, locker rooms, mechanical room and weight room

Benson School District #777

passed 1 question, August 14th

\$26,300,000 — New auditorium and junior high, security, additions, multi-use cafeteria

Mountain Lake Public School

Passed 1 question, August 14th

\$13,000,000 — Additions, replacing old sections of the school with new space, renovations

Atwater-Cosmos-Grove City Public Schools

Passed 1 question, November 6th

\$15,500,000 — Maintenance and system upgrades

Centennial School District #12

Passed 1 question, November 6th

\$22,215,000 — Additions, classrooms, renovations

Clearbrook-Gonvick District 2311

Passed 1 of 2 questions, November 6th

\$1,845,000 — Early childhood addition

Columbia Heights Public Schools

Passed 3 questions, November 6th

\$12,476,758 —North Park Elementary improvements

\$1,751,538 —High school performing arts space improvements

\$2,785,015 — High school band room addition

Detroit Lakes Public Schools

Passed 1 question, November 6th

\$49,000,000 — Renovations, additions and infrastructure upgrades

Eden Valley-Watkins ISD #463

Passed 1 question, November 6th

\$8,000,000 — Security, roof, HVAC, ADA compliance

Fosston Public Schools

Passed 1 of 3 questions, November 6th

\$11,195,000 — Roof, maintenance, security and technology improvements

Frazee-Vergas Public Schools

Passed 1 of 3 questions, November 6th

\$3,470,000 — Improve school sites and facilities

Goodhue Public Schools

Passed 2 questions, November 6th

\$29,000,000 — Facility upgrades, update science and FACS labs, add classroom space

Hancock Public School

Passed 1 question, November 6th

\$2,000,000 — Classroom additions, ag shop, renovations and additions

Holdingford Public Schools

Passed 1 question, November 6th

\$11,140,000 — Address space needs, aging infrastructure, safety, security, and site-related needs as well as improvements for our technology equipment and infrastructure

Lanesboro Public Schools

Passed 1 question, November 6th

\$7,135,000 — Acquisition and betterment of school sites and facilities

Minneapolis Public Schools

Passed 1 question, November 6th

\$12,000,000 — Technology levy

Northfield Public Schools ISD #659

Passed 1 question, November 6th

\$40,975,000 — New elementary school, refurbish existing elementary as early childhood center, additions and renovations

Plainview-Elgin-Millville Community School

Passed 1 question, November 6th

\$15,500,000 — HVAC, security, ADA updates, classroom, bathroom and CTE Lab updates

Randolph public Schools ISD 195

Passed 1 question, November 6th

\$6,800,000 — Improvements to the K–12 building

Southland School District

Passed 2 questions, November 6th

\$18,200,000 — Renovations, additions, safety and security

\$2,400,000 — Expand and replace elementary gym

Waterville-Elysian-Morristown ISD #2143

Passed 1 question, November 6th

\$19,313,000 — Security, HVAC, maintenance, ADA compliance, addition

Winona Area Public Schools

Passed 1 question, November 6th

\$9,420,000 — Safety and security, building maintenance and repair projects

Source: www.mnmsba.org



Richfield Public Schools Construction Update: Building a Better Tomorrow

Creating safe, equitable, collaborative and flexible spaces



Richfield Public Schools ISD #280

Last year the Richfield community supported the students, staff, and families of Richfield Public Schools through an overwhelmingly successful referendum for our district. We are using funds from our operational referendum to reduce class sizes across the district, with further class-size reductions in kindergarten and first grade. Also, additional support staff for our students was added in every building and every program.

Most of the buildings in the district were built an average of 50 years ago with the last

major renovation happening in the mid-1990s. The approved referendum will bring replacement of aged infrastructure and physical building components to all facilities in our district. Many mechanical, electrical, exterior wall and roof systems are well beyond their intended lifespan and will be replaced. Replacement systems will not only protect our buildings from deteriorating any further, but they will also provide more energy efficiency, operating efficiency and better student learning environments.

Safety and security enhancements will

also be made to all district facilities. Many of our facilities have main office or reception areas that are not located at the main entrances, which does not allow for guests and visitors to be verified appropriately throughout the day, every day. Relocation of main offices, reconfiguration of entrance vestibules and/or installation of the appropriate security systems will keep our students and staff safe while also giving our guests and visitors a welcoming introduction to each of our buildings.

Also, our facilities will undergo construction to create equitable, collaborative, and flexible learning environments. Equitable spaces in each facility will provide not only the appropriate learning environment but also improved efficiency for staff that are currently forced to alter instruction due to the limitations of the spaces provided. Collaborative and flexible learning areas, especially at the middle and high school grades, are more representative of today's curricular offerings and have real-world application of life after graduation. These areas can be used for one-on-one instruction, small group/large group instruction, are able to be open after hours, and able to be utilized for a variety of instructional or recreational reasons.

The entire construction and improvements program for all of our buildings will take four years to complete. Construction work will begin this spring at our high school, and at two elementary schools, Richfield Science, Technology, Engineering and Math Elementary (RSTEM) and Richfield Dual Language Elementary School (RDLS). Stay tuned to our website, Facebook or twitter channels to follow along with construction progress.

Changes Coming to RDLS

Highlights:

- Secure entry/admin office addition
- Media center addition
- Restroom renovations
- Kitchen and serving additions
- Special education classroom renovations
- Network and security system infrastructure upgrades

- Mechanical improvements
- Parking lot and pick-up/drop-off additions
- And more!

Changes Coming to RSTEM

Highlights:

- Secure entry/admin office relocation
- Media center renovation
- Restroom renovations
- Kitchen and serving renovations
- Special education classroom renovations
- Network and security system infrastructure upgrades
- New building automation control system
- Mechanical and boiler improvements
- Parking lot and pick-up/drop-off additions
- And more!

Changes Coming to RHS

Highlights:

- Secure entry/admin office relocation
- Expanded commons area
- Remodeled media center
- Restroom renovations
- Kitchen and serving area renovations
- Special education classroom renovations
- Science lab renovations
- Improved building circulation
- Network and security system infrastructure upgrades
- New hot water boilers
- Light fixture replacements
- Complete building dehumidification
- New building automation control system
- And more!

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Tracy Sexton-Oliver, Bluff View Elementary, Selected 2018 MN National Outstanding Assistant Principal



"It doesn't matter if you are a young child discovering how a butterfly comes to be, a seasoned teacher feeling invigorated by a new approach or an administrator working with staff to uncover ways to increase student engagement, there is amazing power and energy in learning," wrote Tracy Sexton-Oliver in her National Outstanding Assistant Principal application. "In the era of accountability it can be hard to feel comfortable taking risks or making changes even though these are essential practices for educators to utilize in order to move learning forward in the 21st century. This is why I choose to model risk taking and offer support and encouragement for teachers to do the same."

Bluff View Elementary, where Sexton-Oliver serves as assistant principal, serves more than 600 diverse students in pre-kindergarten through sixth grade. Sexton-Oliver's work with Bluff View Elementary's pre-kindergarten program is a particular point of pride for her. "I worked with our early learning team to implement our first ever kindergarten readiness measure allowing us to track the impact of our increased programming," Sexton-Oliver wrote. "After just two years we have seen the level of kindergarten readiness increase by nearly 20%."

Winter 2017-18, Volume 1, Page 18

Moorhead Teacher of the Year Encourages Students to Be Lifelong Learners

Moorhead Area Public Schools

Michael Benson, eighth-grade social studies teacher at Horizon Middle School East Campus, wants to be a positive role model for students. "I try to do everything I can to help students succeed, feel wanted and give them every opportunity to feel important," Benson said. "I want their experience at Horizon to be one they will remember as a positive turning point in their life. I want every student to know someone cared about them."

Benson, who has been a teacher in the district since 2000, has been named the 2018 Moorhead Teacher of the Year.

According to Jeremy Larson, principal of Horizon East, Benson always has the students' best interest in every decision he makes. "Each year he seems to modify his environment and classroom to meet the needs of the students of that year," Larson said. "He works to make a connection with all of his students to ensure that they know he cares about not just their academics but also their well-being."



Winter, Volume 3, 2018, Page 18

Superintendent Julia Espe Receives Kay E. Jacobs Memorial Award



The Minnesota Association of School Administrators (MASA) has named Julia Espe, Superintendent of Princeton Public Schools, as the recipient of the 2018 Kay E. Jacobs Memorial Award.

"Julia's legacy in Princeton will be that she moved the district forward from being a small, rural, traditional district to a regional leader in innovative programming," said Barb Muckenhirn, Princeton High School Principal. "She is absolutely determined and steadfast in her pursuit of growth and achievement for the district, and the students have benefited greatly from her leadership."

When she began her role as superintendent, Dr. Espe was faced with declining enrollment and inadequate student achievement at the district level. She worked with the district's cabinet, administrators, school staff, and community members to define the needs of the students and explore options for increasing enrollment while also improving student achievement.

"There is no one I have worked with who shows the kind of dedication Julia shows towards improving teaching and learning," said Princeton Middle School Principal Daniel Voce. "All of us at Princeton Public Schools appreciate the way Julia involves herself in every aspect of our school district."

Spring, Volume 1, 2018, Page 16

Techam Named Teacher of the Year



Delano Public Schools

Marie Techam earned a Leadership in Educational Excellence Award in October, and was named the district's 2018 Teacher of the Year in November. The high school social worker does not preside over a conventional classroom, but instead provides vital support to students in the areas of mental, social and emotional wellness.

"Being named Teacher of the Year is such an honor and definitely one of the highlights of my career," said Techam. "Since moving to Delano, working here, and having my kids go to school here, I have been truly amazed by the excellent teaching staff and support personnel we have. Our district employees overall are so dedicated to helping students, and go above and

beyond to give students a quality education. To be a school social worker getting this honor, it truly is a testament to the teachers and how much they value all areas of helping students."

A nomination written by Shallyn Tordeur, alternative education instructor and School Within a School director for Delano, recognized Techam for working behind the scenes to help both students and staff perform to their full potential. "She's witnessed and helped not only students but staff in their darkest moments, and is an advocate for all," Tordeur wrote. "Marie embodies what every teacher should be. She is caring and respected and never asks anything from others. She strives for each student to feel loved, and helps each teacher know the importance of this. She truly is a gift to Delano."

Winter, Volume 2, 2018, Page 18

Cuyuna Range Elementary Named Inaugural 2018 STEM Innovation Award Winner

Cuyuna Range Elementary School (CRES), located in Crosby, MN and a member of Crosby-Ironton School District 182 has been named the winner of the inaugural 2018 STEM Innovation Award. Principal Kurt Becker applied for the award on behalf of Cuyuna Range Elementary School. Cuyuna Range Elementary School's winning STEM Innovation project is a two-pronged program that includes a "Tech & Innovation" class as part of their specials rotation as well as an after-school and summer program called "Bright Futures".



"We started our STEAM initiative when we recognized the need to supplement our core classroom instruction with programming that would help students foster their skills in communication, collaboration, problem solving, critical thinking, and perseverance; the skills employers will be looking for. Our STEAM program began back in the winter of 2014 with a 4-week after-school engineering class that drew a grand total of 7 students. Even though the turnout was less than great, we knew we were on to something big. Since that time, our STEAM program has grown exponentially to now include all 535 K-6 students during the school day, and well over 100 students in our after-school and summer programs."

Winter, Volume 3, 2018, Page 20

Two Standout Teachers Chosen as 2018 Educator of Excellence Award Winners

Lakeville Area Public Schools - District 194

Education Minnesota-Lakeville awarded two teachers in the Lakeville Area Public Schools district with its 2018 Educator of Excellence awards. The individuals were chosen for their daily dedication to students and families and for exemplifying the highest standards and qualities of a professional educator.

Jennifer Enright, a first grade teacher at Eastview Elementary, was nominated by Oak Hills Elementary ESL teacher Missy Kaus-Helmets and won the elementary level award. Derek Otten, an English language arts teacher at Lakeville South High School, was nominated by Lakeville South special education teacher Amanda Chase and won the secondary level award.

In her nomination, Kaus-Helmets applauded Enright for her teaching approach, which promotes stability, independence and individualism for all students.

In Otten's nomination, Chase touted Otten as an expert on his curriculum, always seeking professional development and resources to improve his lessons, as well as flexible, considerate, and accommodating.

Spring, Volume 2, 2018, Page 19

Shakopee Alternative High School Teacher is Teacher of the Year



Kelly D. Holstine, an English teacher at Tokata Learning Center in Shakopee, is the 2018 Minnesota Teacher of the Year.

Holstine is the 54th recipient of the prestigious award, and the first from the Shakopee district.

The Tokata Learning Center is an alternative high school that serves students in grades 9 through 12 in the Shakopee district and surrounding areas.

“It is true that our population can consist of students with varying abilities and temperaments, but these same students are also some of the most creative and brilliant humans with whom I have ever worked,” Holstine said. “And, without fail, the students who arrive angry, sad, hurt and/or scared reveal their vulnerability, brilliance and beautiful selves when they feel safe and valued.”

“Many of Tokata’s students are facing struggles that make it difficult to thrive in a standard public school setting,” wrote Amy K. Mytnik, a parent of two of Holstine’s students, in her nomination letter for Holstine. “So it is important for the teachers to be able to adapt their teaching styles to meet a variety of learning setbacks and behavioral concerns. Kelly’s willingness to meet her students where they are and use the most effective methods to foster an environment of safety and healing is most effective in this environment.”

Back to School 2018, Page 19

Curtis Slater, Forest Lake Area Schools Principal, Named Minnesota National Distinguished Principal



Curtis Slater, principal of Wyoming Elementary in Forest Lake Area Schools, and a member of the Minnesota Elementary School Principals’ Association (MESPA), is Minnesota’s 2018 National Distinguished Principal (NDP).

“Creating a positive school culture for students, staff, and families is the most important work and accomplishment that I do each and every day as a principal,” said Slater. “I know that creating a positive school culture is the foundation for any school that wants to create an amazing learning environment for students, staff, and families.”

A quote shared by Wyoming Elementary parent Amber Setter’s eleven-year-old son perhaps best displays the impact Curtis Slater has had as principal: “Mom,” he said, “I’m glad I’m a sixth grader, but I kind of wish I were a kindergartener because they will have their whole elementary years with Mr.

Slater as principal. Look at how many great things he’s done in just three years. Imagine the amazing things they’ll get to experience.”

Back to School 2018, Page 18

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Deb Henton is the 2018 Minnesota Superintendent of the Year



The Minnesota Association of School Administrators (MASA) has named Dr. Deb Henton, Superintendent of North Branch Area Public Schools (NBAPS), as the 2018 Minnesota Superintendent of the Year.

Dr. Henton has led NBAPS in the development and implementation of two five-year strategic plans, resulting in: new course offerings;

updated buildings; the establishment of an education foundation; greater efficiency of systems; better support of students, staff, and families; a 1:1 digital device initiative for grades 5-12; all-day kindergarten; Spanish K-12; and early childhood programming beginning at age three. Data is maintained annually on the action items completed, standardized test scores, attendance of students and staff, graduation rates, and budget and finance information.

“In her tenure at North Branch, Dr. Henton has transformed and rebuilt the bond between the community and the school district,” said NBAPS School Board Chair Kirby Ekstrom. “Her selection as the Minnesota Superintendent of the Year will certainly serve as an inspiration to her colleagues not only in the state, but across the nation.”

Spring, Volume 1, 2018, Page 19

Maplewood Educator Named Recipient of \$15,000 Award for Excellence



Susanne Collins, a teacher from Edgerton Elementary in the Roseville Area School District, was surprised March 23 with the news that she is a recipient of a 2018 WEM Outstanding Educator Award for Teacher Achievement, an honor that is accompanied by a \$15,000 award.

Collins is a goal oriented educator. One of her major goals is to eliminate the achievement

gap. She feels in order to do this, there must first be a change in the opportunity gap. She has spent endless hours writing grants as a way to obtain more technology for students. She uses technology to not only enhance curriculum but to expose students to computer science and coding. She wants to develop skills in her students that can grow and benefit them in the future.

“Mrs. Collins is known for building positive relationships with our students who struggle behaviorally,” said Principal Melissa Sonnek. “They say that some students ask for love in the most unlovable ways yet she responds to students consistently with love. She works hard to connect with them, finding out their interests, and nurtures their hopes and dreams. She creates rapport and strong relationships.”

Spring, Volume 2, 2018, Page 22

Mora Educator Named Recipient of \$15,000 Award for Excellence



Chris Goebel, a teacher at Mora Elementary in the Mora Public Schools, was surprised March 21 with news that he is a recipient of a 2018 WEM Outstanding Educator Award as an Athletic Coach, an honor that is accompanied by a \$15,000 award.

Goebel has been teaching and coaching for 17 years. He currently teaches fifth grade and is the head coach of the Mora High School cross country and track and field teams.

According to Principal Brent Nelson, “Chris Goebel cares more about developing his athletes into successful, well-rounded individuals than he cares about wins and losses. One example of this is how he starts each season. Instead of just requiring each student to write out a track goal or a cross country goal, he makes his athletes reflect on developing their character. They write a family goal, a school goal, and a personal goal. Goebel revisits these throughout the season to hold students accountable.”

Spring, Volume 2, 2018, Page 22

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Minneapolis Public School District
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Ham Lake Teacher Named Honoree in Outstanding Educator Program



Ruth Thom, a teacher at DaVinci Academy of Arts and Science, a public charter school in Ham Lake was surprised April 19 with news that she is a recipient of a 2018 WEM Outstanding Educator Award as an Academic Challenge Coach, an honor that is accompanied by a \$15,000 award.

Thom is being honored with an Academic Challenge Coach Award, which recognizes teachers who are exemplary coaches of student teams that participate and compete in academic challenges approved by the Minnesota Academic League Council.

“Prior to Ruth coming to DaVinci Academy, we had a very skeletal program for advanced academics,” shared academic director Terry Moffatt. “She has helped develop a comprehensive formal identification process, a pull-out program with expanded curriculum for students in grades 3–5 in reading and math, as well as creating an increased awareness by all staff about teaching gifted and talented students.”

Fall Volume 1, 2018, Page 18

Mapleton Educator Named Recipient of \$15,000 Award for Excellence



Melanie Urban, a teacher at Maple River High School in Maple River Public Schools, was surprised April 18 with the news that she is a recipient of a 2018 WEM Outstanding Educator Award for Ethics in Education, an honor that is accompanied by a \$15,000 award.

Urban has been teaching for 10 years and currently teaches high school social studies, government and economics at Maple River High School. While teaching the fundamentals are essential, Urban also wants to help students transition from high school government class knowledge to active participation in the American democracy.

“Having met someone who truly believes and encourages me to be more than my mistakes in life made it that much easier to believe in myself,” shared a student. “Mrs. Urban instilled in me the ability to believe I am more than what the negativity of life has to offer. Students are supposed to give teachers the apples, but it was really her who did the giving.”

Fall Volume 1, 2018, Page 18

Minnesota Principals of the Year

2018 High School Principal of the Year

Mark Mischke, Buffalo High School



Mark Mischke has been an administrator for the past 15 years and the principal at Buffalo High School for the past decade. Mark has held several leadership roles in MASSP including representing Central Division as both President and MASSP Board of Director, E-12 Finance Committee, conference presenter on Alternatives to Suspension and currently serves as the Association's Executive Committee Secretary. Mark's constant focus on student needs and achievement has led to the creation and implementation of several programs including AVID, Bounce Back Project and the wRight Choice program. Faculty leaders share that one of Mark's greatest strengths is his ability to engage staff in research as new programs are reviewed. "We feel like a team and all opinions and ideas are encouraged as we move to create innovative programs for students".

Students share that because of Mr. Mischke's leadership and caring, Buffalo High School is a safe and inclusive place to learn. "I give my school an A+" shared a student, "Mr. Mischke is a great leader and always there to support us!"

2018 Middle Level Principal of the Year

Matthew Aker, Discovery Middle School Alexandria



Matthew Aker has been an administrator for the past 15 years and the principal at Discovery Middle School in Alexandria for the past decade. Matt has been a very active MASSP member and served on the MASSP Board of Directors as well as the Western Division President. Perhaps nothing speaks better to Matt's philosophy than the school motto; Every Student, Every Day. In the past few years a commitment to data based decisions has led to strong teacher leadership teams, Professional Learning Communities and the SNAP Initiative (Students Need Attention...Period!).

Teachers share that Matt pushes everyone to grow professionally. "Matt constantly seeks input and works collaboratively to create programs and set building goals. He is very sensitive to the changing needs of staff and engages staff in the creation of innovative curriculum". Parents point to programs such as You're the Boss to prepare 8th graders for college and career readiness as creative initiatives that motivate students to explore their interests and plan their futures.

Back to School 2018, Page 20

Pine Island Educator Named Recipient of \$15,000 Award for Excellence



Megan Schimek, a teacher at Pine Island High School in Pine Island Public Schools, was surprised April 13 with the news that she is a recipient of a 2018 WEM Outstanding Educator Award for Ethics in Education, an honor that is accompanied by a \$15,000 award.

Schimek has been teaching for 10 years and currently teaches high school biology at Pine Island High School. To help her students see the big picture of studying biology, Schimek started a Biology Brown Bag Career Seminar series. She invites professionals from the various biology fields to come in during the lunch hour and talk about their jobs and the paths they took to get them there. Many of her students enjoy biology or the medical field but have no idea of the career options available.

She feels this is one way to open the doors of possibility to them.

Superintendent Tamara A. Berg said, "Because Schimek has developed mutual trust and respect with her students, she has numerous opportunities to teach beyond scientific concepts. The aforementioned experiences outside of the classroom have provided lifelong experiences that will forever impact our students."

Fall Volume 2, 2018, Page 14

St. James Educator Named Recipient of \$15,000 Award for Excellence



Stephen Chapin, a teacher at St. James Middle/High School in St. James Public Schools, was surprised April 16 with the news that he is a recipient of a 2018 WEM Outstanding Educator Award for Teacher Achievement, an honor that is accompanied by a \$15,000 award.

Chapin has been teaching for 22 years and currently teaches health and physical education to high school and middle school students. A big focus for Chapin is hands-on, real-life learning. He created a cooperative project with the school's food service company. After educating 10th-graders on the 'rules' of school nutrition, his students worked with the professionals from the food service company to understand the requirements around creating school meals. Teams of students worked to research and design nutritionally balanced school lunches. Once completed, each team is responsible to work with the cafeteria staff to prepare the meal for more than 500 students in the school. Chapin shares, "This has shown immense benefits including student ownership, working with food service professionals and real-world experiential learning."

Fall Volume 2, 2018, Page 17

Soupir Earns 'Excellent Educator' Honors

Kelli Soupir suspected that something unusual was happening as she descended the stairs from her second-floor classroom to the Delano Elementary School media center on Thursday, Sept. 13.

She was right, of course. When she reached the bottom of the stairs Kim Johnson, an anchor for WCCO-TV, approached and presented Soupir with a plaque identifying her as one of the station's "Excellent Educator" award winners.

Johnson said, was the praise she received from a parent of a student she taught last year. "This parent thought she was so caring and fair with her students, and that she displayed such wisdom and skill for a first-year teacher," Johnson said. "This person felt she truly cared for the parents of her students as well. By the time I finished reading the nomination I wanted to share her story. I wanted to meet her."



Fall Volume 2, 2018, Page 17

Jay Haugen is the 2019 Minnesota Superintendent of the Year

The Minnesota Association of School Administrators (MASA) has named Jay Haugen, Superintendent of Farmington Area Public Schools, the 2019 Minnesota Superintendent of the Year.

During Haugen's eight-year tenure with the Farmington Area Public Schools, he has cultivated and inspired the design of a new system of schooling. Guided by the district's strategic plan, it is an education system that is student-centered, where every student is unique and learns to be in charge of their learning experience.

"During his time at Farmington Area Public Schools, Jay has become an inspiration within his community through his extraordinary leadership and community outreach practices," said MASA Executive Director Dr. Gary Amoroso. "Jay is a leader in education innovation within Minnesota and the nation – and I am very eager to see the continued transformations that Jay has in store for his district."



Fall Volume 2, 2018, Page 18



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